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Tiivistelmä - Referat - Abstract <p><i>Objective of the study.</i> My research focused on classroom teachers' pedagogical thinking in dilemma situations which appear during classroom interaction. Specifically, I wanted to clarify how teachers would solve the dilemma situations and what kind of arguments they have. In my study, teachers' pedagogical thinking was defined as a process during classroom interaction but also before and after it. This thinking process includes the teachers' pedagogical theories and beliefs, and everything that happens in the classroom has an effect on it. Also, pedagogical thinking may be either rational or intuitive. There were two specific research questions in my research: 1) How would the teachers act in dilemma situations during classroom interaction? 2) How do the teachers argue their actions when they are solving the dilemma situations?</p> <p><i>Methods.</i> I gathered my data by interviewing ten classroom teachers. The theme interview consisted of four narrations describing practical dilemma situations. The teachers' task was to describe their actions and arguments which relate to the narrations. I analysed my data by making observations from interviews and combining them with theoretical models. I continued the analysis process by quantifying the data.</p> <p><i>Results and conclusions.</i> In the first part of my results, a certain strategy was devised for each of the dilemma situations, and the teachers put this strategy into action through different types of action. The main point in my findings was that while coping with the dilemma situations, the teachers wanted, first of all, to try and control the factors giving rise to the dilemma situations. In the second part of my results, the teachers' arguments for their actions were either conscious or unconscious, and the arguments appeared during the different phases of the teaching process. In other words, the teachers' arguments turned out to be intuitive reflection, active reflection and analytic reflection. According to the results, the possibility arises that the different reflection types would create together the model of reflective pedagogical thinking process, through which could be examined the grade of consciousness during the different phases of the teaching process.</p>		
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